



Compton USD Learning Packet

Fifth Grade

Name _____



COMPTON UNIFIED SCHOOL DISTRICT

Support Learning
at Home



MESSAGE FOR PARENTS

Dear Parents and Guardians,

As spring break approaches, we would like to share with you some learning resources that we have available for our PreK-12 students. From activity packets and online programs, to the use of Google Classroom and Google Meet, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning beyond the classroom, whether it is at home, after school, on weekends, during vacation time, or in the event of extenuating circumstances that would prevent students from coming to school.

Visit our Compton Unified School District website to access the resources that we have available for our students!

PARENT SQUARE REGISTRATION

To receive important updates on student assignments please make sure that you are registered on Parent Square! You will receive notification from your schools.

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

REVIEW LEARNING PACKETS

Our Common-Core aligned **Review Learning Packets** offer TK-12 students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work for 2 weeks, and it includes recommendations for students and families on how to distribute the completion of these review activities. In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

ACCESS TO ONLINE PROGRAMS

In addition our Learning Packets, our district offers a variety of **online programs** that students can access. Some of these programs include i-Ready, Imagine Learning, Dreambox, and My Writing Coach. The use of this programs offer a great opportunity for students to master those skills that they are experiencing difficulty with, while learning new grade-level concepts! A Digital Resource Guide and usage program usage recommendations are included at the back of our Learning Packet.

GOOGLE CLASSROOM

Many of our educators also use **Google Classroom**, which makes their teaching more productive, collaborative, and meaningful. Using this management system, our teachers can distribute assignments that students can complete from home, and teachers can review, grade, and send feedback!

GOOGLE MEET

Many of our teachers use **Google Meet** as part of their Google Classroom. This platform allows teachers to video conference live with students to deliver lessons, tutor, and answer clarifying questions virtually.



DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning
at Home



MENSAJE PARA LOS PADRES

Estimados padres y tutores,

A medida que se acerca el descanso de primavera, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes de PreK-12. Desde paquetes de actividades y programas en la web, hasta el uso de Google Classroom y Google Meet, los estudiantes del Distrito Escolar Unificado de Compton (CUSD) tienen múltiples oportunidades para reforzar el aprendizaje.

Queremos que nuestros estudiantes continúen aprendiendo más allá del salón de clases, ya sea en casa, después de la escuela, los fines de semana, durante las vacaciones, o en el caso de circunstancias atenuantes que prevendrían a los estudiantes asistir a clases.

¡Visite nuestro sitio web del Distrito Escolar Unificado de Compton para tener acceso a los recursos que tenemos disponibles para nuestros estudiantes!

PARENT SQUARE

Para recibir notificaciones sobre las tareas para su hijo/a por favor regístrese en Parent Square. Su escuela le mandará más información.

SERVICIOS EDUCATIVOS

TELÉFONO:

(310) 639 4321 Ext. 55012

SITIO WEB:

www.compton.k12.ca.us

REVISAR PAQUETES DE APRENDIZAJE

Nuestros **Paquetes de Aprendizaje de Repaso** están alineados con los estándares del estado y ofrecen a los estudiantes TK-12 la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las esferas de la alfabetización y las matemáticas. Cada paquete contiene trabajo para los estudiantes para 2 semanas, e incluye recomendaciones para los estudiantes y las familias sobre cómo distribuir estas tareas. Además, recomendamos que los estudiantes se involucren en lectura libre por un mínimo de 30 minutos cada día.

ACCESO A PROGRAMAS DE COMPUTACION

Además de nuestros Paquetes de Aprendizaje, nuestro distrito ofrece una variedad de **programas de computación** a los que los estudiantes pueden acceder. Algunos de estos programas incluyen i-Ready, Imagine Learning, Dreambox y My Writing Coach. ¡El uso de estos programas ofrece una gran oportunidad para que los estudiantes dominen aquellas habilidades con las que están experimentando dificultades, mientras aprenden nuevos conceptos de nivel de grado! En la parte posterior de nuestros Paquetes de Aprendizaje se incluye una Guía de Recursos Digitales.

SALÓN DE CLASES DE GOOGLE

Muchos de nuestros educadores también utilizan **Google Classroom**, lo que hace que su enseñanza sea más productiva, colaborativa y relevante. ¡Usando este sistema, nuestros maestros pueden distribuir tareas que los estudiantes pueden completar desde casa, y los maestros pueden revisar, calificar y enviar comentarios!

GOOGLE MEET

Muchos de nuestros maestros utilizan los **Google Meet** como parte de su Google Classroom. Esta plataforma permite a los profesores realizar videoconferencias con los estudiantes para impartir lecciones, ofrecer clases particulares y responder a preguntas y dudas de forma virtual.

5th Grade Learning Packet

TABLE OF CONTENTS

Day	Lesson	Date Completed
1	Read "Speaking the Same Language" and Answer Questions 1-5	
	Claim 1, Target C	
2	Read "A Remarkable Scientist" and Answer Questions 6-15	
	Claim 1, Target C	
3	Answer Questions 16-20	
	Claim 1, Target D	
4	Read "Staying in Touch" and Answer Questions 21-28	
	Claim 1, Target D	
5	Read "Fighting the War at Home" and Answer Questions 29-39	
	Claim 1, Target E	
6	Narrative Performance Task: Read Sources 1 & 2	
	Claim 1, Target E	
7	Argumentative Performance Task: Read Source 3 & Answer Questions 1-3	
	Claim 1, Target F	
8	Argumentative Performance Task: Start Writing the the Narrative Story	
	Claim 1, Target F	
9	Argumentative Performance Task: Continue Writing the the Narrative Story	
	Claim 1, Target I	
10	Argumentative Performance Task: Finish Writing the the Narrative Story	
	Claim 1, Target I	

Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

SESSION 1

Read the text. Then answer the questions.

Speaking the Same Language

On the first day of school, I noticed a new girl sitting in the front row in class. She was wearing a navy blue skirt and a white, button-down shirt, and her hair was in long braids tied with ribbons.

The teacher welcomed us and then announced, "Class, this is Fiona; she just moved here from Great Britain. I am sure you will be especially welcoming and help her with any questions she may have about school."

When the bell rang for lunch, everyone started to rush out the door. The new girl looked a little lost, so I decided to go out on a limb and introduce myself. (This was a little bit out of character for me because I usually wait for other people to talk to me first.) I said, "Hi, my name is Nina, and I absolutely love your braids!"

"My what?" asked the new girl.

"You know, your braids," I repeated. I could feel myself blushing and started to wish I hadn't spoken up at all.

"Oh," the girl laughed, "you must mean my plaits—that's what we call them back home in England. I'm sorry, I feel as if I speak a completely different language sometimes. May I sit with you in the canteen today?"

Now it was my turn to be completely baffled: I thought a canteen was a metal container used for carrying water on a hike. How could you possibly sit in one, and why on Earth would you want to?

"She means the cafeteria," piped up my bossy friend, Audrey, who joined us as we walked down the crowded hallway. "My family and I go to England every summer to visit my relatives, so I can help translate."

"Brilliant!" exclaimed Fiona.

I have to admit that Audrey was very helpful in the lunch line. First, Fiona asked the server for extra *courgettes*. Audrey quickly said, "She means zucchini." Then Fiona asked if the *biscuits* had any nuts in them. Audrey translated, "cookies."

"Goodness," sighed Fiona when they sat down with their trays and started eating. "How am I supposed to remember all of these new words? I'll probably get confused, and then the lunch servers will think I'm completely *daft!*"

“Senseless?” I guessed. Both Fiona and Audrey nodded! It seemed like I was finally catching on.

Over lunch, we all got to know each other. I really liked Fiona, but sometimes I felt a little left out. Once she said she forgot to take a serviette (a napkin). Then she wished she had some clingfilm (plastic wrap) so she could wrap up her cookie for a snack. Audrey nodded, clearly understanding what these British English terms referred to, while I had no idea.

At the end of the school day, we all rode home on the same bus. Fiona plopped down into a seat next to Audrey. I was going to take a seat behind them, but Fiona must have noticed my disappointed expression. She squeezed in to make room for me, too.

Fiona started looking at a flyer about after-school activities that Ms. Lopez had handed out earlier, quickly running her finger down the list.

“I’m so disappointed that there’s no football!”

I began to explain that football was more of a high school sport in the United States. Then Audrey interrupted, “She means soccer, Nina.”

I just couldn’t take it anymore! I was the one who had worked up the courage to approach the new girl first to try to make her feel comfortable and welcomed, but now Audrey was taking over.

“Stop acting like such a know-it-all, Audrey! Just because you go to England every summer doesn’t mean you know everything about everything!”

Audrey looked shocked and stood there quietly for a minute. Then she said, “I’m sorry, Nina, I don’t mean to act like a know-it-all. Actually, I don’t understand a lot of the things Fiona says—like, what did you mean when you said you like my *trainers*, Fiona?”

Fiona just giggled and pointed down at Audrey’s shoes.

“I have an idea,” Fiona said. “The three of us can work together to make a British-American dictionary. It will give translations of all the terms that are different between the two forms of English. I can use it to learn American English, and you two can use it if you want to speak my brand of British English when we’re having conversations. Can you both come over to my house this weekend to get started?”

Audrey and I looked at each other for a second, and then nodded and smiled as we looked back at Fiona.

“Genius!” said an excited Fiona.

Name: _____ Date: _____

- 1 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the paragraphs from the text.

“Oh,” the girl laughed, “you must mean my plaits—that’s what we call them back home in England. I’m sorry, I feel as if I speak a completely different language sometimes. May I sit with you in the canteen today?”

Now it was my turn to be completely baffled. I thought a canteen was a metal container used for carrying water on a hike. How could you possibly sit in one, and why on Earth would you want to?

What does the word baffled most likely mean?

- (A) certain
- (B) confused
- (C) mad
- (D) shy

Part B: Which detail from the text **best** supports your answer in part A?

- (A) “started to wish I hadn’t spoken up at all”
- (B) “that’s what we call them back home in England”
- (C) “I’m sorry”
- (D) “How could you possibly sit in one”

Name: _____ Date: _____

- 2 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which statement **best** describes the relationship between Nina and Audrey after Fiona first arrives at the school?

- (A) Nina feels Audrey is acting like a know-it-all.
- (B) Nina and Audrey always help each other through problems.
- (C) Audrey helps Nina by telling her what Fiona is talking about.
- (D) Audrey and Nina both begin to understand what Fiona is saying.

Part B: Which detail from the text **best** supports your answer in part A?

- (A) "‘She means the cafeteria,’ piped up my bossy friend, Audrey."
- (B) "I have to admit that Audrey was very helpful in the lunch line."
- (C) "Then Fiona asked if the *biscuits* had any nuts in them. Audrey translated, ‘cookies.’"
- (D) "‘Senseless?’ I guessed. Both Fiona and Audrey nodded! It seemed like I was catching on."

Name: _____ Date: _____

- 3 Match each conclusion about the narrator's point of view with the sentence from the text that supports it.

Nina is anxious to be Fiona's friend.

"She squeezed in to make room for me, too."

Fiona is concerned about the feelings of others.

"I'm sorry, I feel as if I speak a completely different language sometimes."

Nina has a difficult time expressing herself.

"I really liked Fiona, but sometimes I felt a little left out."

"At the end of the school day, we all rode home on the same bus."

"The new girl looked a little lost, so I decided to go out on a limb and introduce myself."

- 4 Based on Nina's comments, which statement **best** describes Audrey's actions at the end of the text?

- (A) Audrey stops talking to Nina.
- (B) Audrey thinks Nina is being too sensitive.
- (C) Audrey keeps interrupting Nina and Fiona.
- (D) Audrey tries to make Nina feel more comfortable.

Name: _____ Date: _____

- 5** Summarize the theme of the text. Use key details from the text to support your summary.

5th Grade - Claim 1 Target C



Name _____

1. Select other ways to express 10^2 . Mark all that apply.

A. 10×10

B. 10×2

C. 10

2. Which equation has the same unknown value as $39.1 - 20.67 = \square$?

A. $\square - 39.1 = 20.67$

B. $\square - 20.67 = 39.1$

C. $20.67 + \square = 39.1$

D. $39.1 + \square = 20.67$

3. Select other ways to write 500,764.

Select all that apply.

A. five hundred thousand, seven hundred sixty-four

B. $500,000 + 7,000 + 600 + 40$

C. 5 hundred thousands + 7 hundreds + 6 tens + 4 ones

D. $(5 \times 100,000) + (7 \times 100) + (6 \times 10) + (4 \times 1)$

4. What digit could go in the box to make the inequality true?

$$7.435 > 7.4\boxed{}5$$

Select **all** the digits that could go in the box to make the inequality true.

A. 2

B. 3

C. 4

D. 5

5. Write $(5 \times 100) + (4 \times 1) + (8 \times \frac{1}{100}) + (7 \times \frac{1}{1,000})$ in standard form.
-

6. What power of 10 makes this expression equal to 6,000,000?

$$6 \times 10^{\boxed{}}$$

- 7.

0.84 is 10 times as much as and $\frac{1}{10}$ of

8. For A-D, select Yes or No to indicate whether the product is correct.

A. $0.20 \times 1,000 = 200$

Yes No

B. $2.2 \times 10 = 220$

Yes No

C. $0.03 \times 100 = 0.3$

Yes No

D. $0.18 \times 10 = 1.8$

Yes No

Read the text. Then answer the questions.

A Remarkable Scientist

During World War I in France (1914–1918), many soldiers died because they did not get good medical care. Doctors at the time did not know about many procedures and medicines that could have saved lives. It was also very hard to get the best medical equipment to the areas where soldiers were wounded. However, that situation began to change. A brand-new medical technique called the X ray was invented, and a scientist was able to bring the invention to the battlefield. Today, the X ray is still the primary tool that doctors use to find broken bones and other health problems.

Marie Curie was 47 years old at the time. She was a famous scientist who had been sent away from Paris for her own protection during the war. But she realized that the research she was doing at the time could help save lives—and she kept at it.

First, she tried to persuade some automakers to turn some cars into vans so she could carry X ray equipment in them. And they agreed. Then she trained her 17-year-old daughter Irene to use the new equipment and brought her along. They lived the hard life of soldiers near the fighting and trained others to do the same work.

Their X ray vans were easy to recognize and decorated with a red cross. The vans were so familiar to soldiers that they began to call them *petites Curies*, or “little Curies.” By the end of the war, Marie and her daughter had developed over 200 X ray units. They had supervised over a million X rays.

Helping an Adopted Country

One thing that made her work so special to the people of France was that Marie Curie had been born and raised in the city of Warsaw in Poland. Her parents were teachers, and she had been an outstanding student her entire life. Much of Poland was controlled by Russia at the time, and she and her father supported a movement to free the country from Russia. She soon realized that to get a full education in the sciences, she would have to leave her home country. Poland at the time did not admit female students to institutes of higher learning.

First, Marie worked to support her older sister, who moved to Paris to get medical training. Then her sister did the same for Marie when Marie came to study physics in Paris in 1891. Marie had just enough money to pay for college, a tiny attic apartment, and very little food. Even though she was often sick during this period, she completed her work in only three years.

Because Marie was a top student, she got a scholarship to continue her work. Soon after that, the world sat up and took notice. In 1894, Marie began to do research in

a small lab run by Pierre Curie. They married the next year and began to work together on research. Marie persuaded Pierre to help her finish the work required to get the highest degree in physics. She became the first woman in the world to earn a doctor's degree in science.

Rising Stars

Once Marie and Pierre married, their work grew and their fame took off. Marie convinced Pierre they should work on a new discovery by German and French scientists. They had discovered that some substances gave off rays that could pass through wood or human skin. Marie was the first to call this *radioactivity*.

Soon, the Curies discovered a new element that was radioactive. Marie named it *polonium* to honor the country of Poland where she grew up. After discovering another new radioactive element, they were awarded the Nobel Prize in Physics in 1903. The Nobel Prize is the highest award in the world for scientific discoveries. Pierre was given a good teaching job at the best college in France. Marie was able to do research in a good laboratory. They had two daughters, and Pierre's father helped care for them.

A Sudden Turn

In 1906, Pierre Curie stepped off a curb on a rainy night in Paris directly in front of a wagon pulled by horses. He was immediately trampled to death. Not long afterward, Pierre's father became sick and died also.

Marie's world was suddenly turned upside down, but she continued her work. She was so successful that she was awarded a second Nobel Prize, this time in chemistry. She was the first person to receive two Nobel Prizes. She is still the only person in history to receive them in two different sciences.

Deadly Effects

The Curies' research paved the way for many later discoveries. But what the Curies did not realize at the time was that radioactive substances can be very harmful. They handled radioactive materials without any protection.

The materials were fascinating. They gave off a faint, blue glow and were actually warm to the touch. Marie Curie was exposed to their harmful rays for many years before people realized their danger. Because she absorbed so much radioactivity, even the objects around her were affected. Today, her cookbook has to be stored in a protective case so that people are not harmed by the radioactivity.

Marie Curie died in 1934 from the effects of harmful radiation. During World War I, she had written, "I am resolved to put all my strength at the service of my adopted country." She had put all of her strength into gaining scientific knowledge as well. She remains one of the most respected and honored scientists in history.

- 6 The author organizes the first section of the text by introducing a problem and explaining how Marie Curie helped to solve it. Select **two** details from the text that **best** show this organizational structure.

- (A) "It was also very hard to get the best medical equipment to the areas where soldiers were wounded."
- (B) "However, that situation began to change."
- (C) "Marie Curie was 47 years old at the time."
- (D) "She was a famous scientist who had been sent away from Paris for her own protection during the war."
- (E) "Their X ray vans were easy to recognize and decorated with a red cross."
- (F) "By the end of the war, Marie and her daughter had developed over 200 X ray units."

- 7 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentence from the text.

Today, the X ray is still the primary tool that doctors use to find broken bones and other health problems.

What does the word primary most likely mean?

- (A) latest
- (B) safest
- (C) most used
- (D) least expensive

Part B: Which sentence from the text **best** supports your answer in part A?

- (A) "But she realized that the research she was doing at the time could help save lives—and she kept at it."
- (B) "First, she persuaded some automakers to turn some cars into vans so she could carry X ray equipment in them."
- (C) "The vans were so familiar to soldiers that they began to call them petites Curies, or 'little Curies.'"
- (D) "They had supervised over a million X rays."



Name: _____ Date: _____

8 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the paragraph from the text.

First, she tried to persuade some automakers to turn some cars into vans so she could carry X ray equipment in them. And they agreed. Then she trained her 17-year-old daughter Irene to use the new equipment and brought her along. They lived the hard life of soldiers near the fighting and trained others to do the same work.

Which word **best** states the meaning of persuade?

- (A) convince
- (B) force
- (C) prevent
- (D) trick

Part B: Which phrase from the text **best** supports your answer in part A?

- (A) "carry X ray equipment"
- (B) "they agreed"
- (C) "brought her along"
- (D) "lived the hard life"

Name: _____ Date: _____

- 9 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Why was information about Marie and Pierre Curie's life together included in the text?

- (A) to illustrate Marie's interest in radioactivity
- (B) to compare Marie's career to that of her husband
- (C) to contrast Marie's adopted country to her homeland
- (D) to describe Marie's rise to fame in the world of science

Part B: Which detail from the text **best** supports your answer in part A?

- (A) "Marie convinced Pierre they should work on a new discovery by German and French scientists."
- (B) "Marie named it *polonium* to honor the country of Poland where she grew up."
- (C) "After discovering another new radioactive element, they were awarded the Nobel Prize in Physics in 1903."
- (D) "They had two daughters, and Pierre's father helped care for them."

- 10 Which sentence from the text **best** supports the author's conclusion that Marie Curie was loyal to France?

- (A) "The vans were so familiar to soldiers that they began to call them *petites Curies*, or 'little Curies.'"
- (B) "One thing that made her work so special to the people of France was that Marie Curie had been born and raised in the city of Warsaw in Poland."
- (C) "Then her sister did the same for Marie when Marie came to study physics in Paris in 1891."
- (D) "During World War I, she had written, 'I am resolved to put all my strength at the service of my adopted country.'"

Name: _____ Date: _____

11 The following question has two parts. First, answer part A. Then, answer part B.

Part A: According to the article, what was the cause of Marie Curie's death?

- (A) not wearing proper protection while working with radioactive materials
- (B) sadness over the death of Pierre Curie and his father
- (C) exhaustion from many years of hard work as a research scientist
- (D) living like a soldier during World War I

Part B: Which detail from the text **best** supports your answer in Part A?

- (A) "They lived the hard life of soldiers near the fighting . . ."
- (B) "Not long afterward, Pierre's father became sick and died also."
- (C) "She became the first woman in the world to earn a doctor's degree in science."
- (D) "They handled radioactive materials without any protection."

Name: _____ Date: _____

- 12** The following question has two parts. First, answer part A. Then, answer part B.

Part A: What conclusion about Marie Curie is supported by the text?

- (A)** Marie's research helped to create change in the future.
- (B)** Marie's scientific work was more important than Pierre's.
- (C)** The loss of Marie's husband Pierre did not impact her work.
- (D)** Marie used her fame to protect her family from wartime danger.

Part B: Which detail from the text **best** supports your answer in part A?

- (A)** "She was a famous scientist who had been sent away from Paris for her own protection during the war.
- (B)** "Because Marie was a top student, she got a scholarship to continue her work.
- (C)** "She was so successful that she was awarded a second Nobel Prize, this time in chemistry."
- (D)** "The Curies' research paved the way for many later discoveries."

- 13** Draw a line from each idea to the detail from the text that supports it.

Marie Curie was determined to succeed even when facing hardships.

Scientific discoveries can have a positive impact on the lives of others.

"Even though she was often sick during this period, she completed her work in only three years."

"Because she absorbed so much radioactivity, even the objects around her were affected."

"In 1894, Marie began to do research in a small lab run by Pierre Curie."

"A brand-new medical technique called the X ray was invented, and a scientist was able to bring the invention to the battlefield."

"Today, her cookbook has to be stored in a protective case so that people are not harmed by the radioactivity."

Name: _____ Date: _____

Read the directions. Then answer the questions.

- 14** A student is writing a research report about pets. She wrote an opinion in the report. Read the opinion. Then answer the question.

The best small pet for a busy child is a hamster.

The student took notes about hamsters. Which notes **best** support the student's opinion? Select **two** options.

- (A) Hamsters love exercise.
- (B) Hamsters are easy to care for.
- (C) Hamsters sleep during the day.
- (D) Hamsters are very common pets.
- (E) Hamsters are very healthy animals.
- (F) Hamsters can move around inside a ball.

- 15** A student made a plan for a research report. Read the plan and complete the task that follows.

Research Report Plan

Topic: Old-Time Carousels

Audience: classmates

Purpose: to inform

Research Question: Why do people value old-time carousels?

The student found information for the research report. Which sentences **best** answer the research question? Select **two** options.

- (A) Carousels remind people of the past.
- (B) Many people fix old carousels as a hobby.
- (C) Hand-carved carousel horses are expensive works of art.
- (D) The most beautiful carousels were built by the Dentzel Company.
- (E) The modern carousel, or merry-go-round, is a mid-19th century invention.
- (F) Fewer than 150 old-time carousels are still in operation in America.



Name _____

1. Round 29.786 to the nearest hundredth.

-
2. Alaina has 110 pens. She has 10 times as many pens as she had last month. How many pens did Alaina have last month?

pens.

-
3. For A-D, select Yes or No to indicate whether each statement is correct.

A. 200 is 10 times as much as 20

Yes No

B. 1,800 is 10 times as much as 18,000

Yes No

C. 200 is $\frac{1}{10}$ of 2,000

Yes No

D. 8,000 is $\frac{1}{10}$ of 80,000

Yes No

-
4. Nolan is making a scale model of the Sydney Opera House for a report on Sydney. The Sydney Opera House is 213 feet tall measuring from the ground to the tip of the highest roof shell. If the model is $\frac{1}{100}$ the actual size of the Sydney Opera House, how tall is the model?

feet.

5. Which equation has the same unknown value as $34.1 - 11.5 = \square$?

(A) $11.5 + \square = 34.1$

(B) $\square - 34.1 = 11.5$

(C) $\square - 11.5 = 34.1$

(D) $34.1 + \square = 11.5$

6. Daniel kept a record of how many gallons of gas he purchased each day last week.

Day	Gas (in gallons)
Monday	6.53
Tuesday	7.27
Wednesday	4.8
Thursday	6.683
Friday	6.569

Order the days from least amount of gas Daniel purchased to greatest amount of gas Daniel purchased.

Name: _____ Date: _____

16 A student is writing a report about modern bridge design. The student found the following sources. Which source would most likely contain information for the report?

- (A)** a website about building bridges
- (B)** a magazine article about famous bridges
- (C)** a book called *Early Bridges*
- (D)** a novel titled *The Bridge Over the River of Life*

17 A student has made a plan for research. Read the plan and the directions that follow.

Research Report Plan

Topic: Healthy Lunch Options

Audience: fellow students

Purpose: to inform

Research Question: Is the average school lunch good for you?

The student found the following sources. Which source would **most likely** have information for the report?

- (A)** a website about healthy eating habits
- (B)** a diagram explaining the food pyramid
- (C)** a lunch menu from the school cafeteria
- (D)** a recipe for making a sugar-free dessert

Name: _____ Date: _____

- 18** A student is writing a letter to the principal about allowing the fifth grade class to bike to school. Read the draft of the letter. Then complete the task that follows.

Dear Principal Wiggins,

Please consider letting fifth graders bike to and from school. We are old enough to ride our bicycles this distance, and we would appreciate having this special privilege and responsibility. There are many benefits to kids riding their bikes to and from school. It would save gas in our buses and this money could go toward hiring a crossing guard. Riding bikes is also great exercise and would help students feel more focused and energetic in class. I know safety is a concern, but some parents have volunteered to ride with us. Also, there are sidewalks and crosswalks in this area.

Based on information in the student's draft, write a paragraph that concludes the letter supporting the student's argument for biking to school.

Name: _____ Date: _____

- 19 A student is writing a narrative for class about something that made him proud. The student wants to revise the draft to include dialogue. Read the draft of the narrative and answer the question that follows.

Something that made me feel proud was teaching my five-year-old brother how to read. Caleb always liked to be read to and to look at storybooks together. He would watch me reading big chapter books for homework and ask me what they were about. One day he said he wanted to learn how to read, too. So I got some pens and paper and we started with the alphabet. I taught him what sound each letter makes. Then we moved on to small words. Finally, I helped him sound out his name. You should have seen how excited he was!

The writer wants to add dialogue to the narrative. Which of the following sentences **best** replaces the underlined text?

- (A) "Sound out this word," I said. "Caleb," he read. "Wow, I'm excited!"
- (B) I said, "Let's read this word now." Caleb read his name and got excited. "I did it! I read my name."
- (C) "Now I am going to help you sound out this word," I said. He read out loud, "Caleb. That is my name! Now I can read my name."
- (D) I tapped the letters and said, "Now try this one: C-A-L-E-B. Sound it out, buddy." He worked it out slowly, "Kuh ... kah ... Kay-leb. Caleb. Hey, I read my name!"

Name: _____ Date: _____

- 20 A student is writing a report about Mark Twain. The student wants to revise the draft to better link ideas. Read the draft of the report and complete the task that follows.

Mark Twain was a famous American author who lived from 1835 to 1910. He grew up in Hannibal, Missouri, and his books helped readers imagine what it was like to be a boy in the South. In 1876, he wrote *The Adventures of Tom Sawyer*, and it was very popular. Its sequel, *The Adventures of Huckleberry Finn*, was an even greater success. It has been called the "great American novel." Twain wrote many other novels, essays, and short stories in his lifetime.

Choose the **best** word or phrase to connect the underlined sentences.

- (A) In fact,
- (B) However,
- (C) Above all,
- (D) Meanwhile,



Name _____

1. Maya earns \$74 per day at her part-time job. Complete the table to show the total amount Maya earns.

Maya's Earnings	
Number of Days	Total Amount
4	\$ <input type="text"/>
8	\$ <input type="text"/>
12	\$ <input type="text"/>

2. Dominic eats a breakfast sandwich that has 390 calories. If he eats the same kind of sandwich each day for 10 days, how many calories would he have consumed for breakfast during that time?

calories.

3. Enter the product.

$$6.67 \times 4 = \text{ }$$

4. Which expression has the same unknown value as the equation below?

$$52 \div 26 = \text{ }$$

(A) $52 \times \text{ } = 26$

(B) $\text{ } \div 26 = 52$

(C) $\text{ } \div 52 = 26$

(D) $26 \times \text{ } = 52$

5. Henry is making a seating chart for an awards banquet. There are 114 people coming to the banquet. If 6 people can be seated at each table, how many tables will be needed for the awards banquet?

tables.

6. For A-D, select Yes or No to indicate whether the quotient is correct.

A. $306 \div 9 = 34$

Yes No

B. $189 \div 6 = 21$

Yes No

C. $296 \div 9 = 37$

Yes No

D. $60 \div 3 = 20$

Yes No

7. Enter the sum

$$13 + 6.13 + 2.1 = \boxed{}$$

8. Enter the unknown value in the equation.

$$\boxed{} - 22.1 = 21.02$$

9. A vet measured the mass of two birds. The mass of the finch was 54.94 grams. The mass of the parrot was 74.45 grams. Estimate the difference in mass between the two birds.

about grams.

10. Enter the unknown value in the equation.

$$126 \div \boxed{} = 42$$

Read the text. Then answer the questions.

Fighting the War at Home

World War II affected the lives of nearly all Americans. About one of every eight people served in the military, a total of more than 16 million men and women. More than a million were killed or wounded.

However, not everyone could join the army or navy. Many people could not serve because they were too old or too young. Some had physical problems. Women and African Americans faced other obstacles, such as unfair treatment, that prevented them from joining. Perhaps most important, American workers were needed at home. They had to produce the guns, ammunition, clothing, food, and other supplies to fight the war.

Life was very hard for most of the soldiers. But life at home was a challenge, too. All Americans were asked to make sacrifices so the troops could have what they needed to win the war.

Rationing

When World War II began, the United States was just beginning to recover from the Great Depression. Its farms and factories were not producing at the highest levels. Production had to increase rapidly to equip and feed a large military force stationed overseas. Until production increased, the American people had to use less of many products so more could go to the military.

The federal government met this problem by beginning a rationing program. Rationing means allowing each person to buy or use only a certain amount of something. When there was a shortage of a certain product, the government temporarily controlled how much each person could buy. At different times, rubber tires, gasoline, heating oil, shoes, and many types of foods were rationed.

One of the first things rationed was rubber. The Japanese had taken over many rubber plantations in Asia. The United States did not have a supply of raw materials to make rubber. The government asked people to turn in all old automobile and bicycle tires. They couldn't buy more unless they could show a very important need.

For most of the war, people had to use one of the 8,000 ration boards, or offices, that sprouted up around the country. Before they could buy rationed goods, each household had to get a book or coupons or tokens for them. Then they used their ration books to buy the amount the government decided was reasonable for a certain period of time. Even if a family had plenty of money, they could not buy an extra pound of cheese every month. Wealthy families could not buy more shoes than other families.

Most families had to plan their meals carefully to use only the amount that was allowed. At the time, women did most of the shopping, and they studied their ration books carefully before they went to the store. Men tended to do most of the driving and had to carry their gasoline rations with them each time they needed to fill up. Many people treated their ration books like gold.

The government even controlled women’s clothing to force conservation of products needed by the military. For example, skirts were made with hems that were turned under at the bottom. It was a part of the skirt that was not seen. The government reduced wasted cloth by stating that the hems could not be more than two inches wide. They limited the width of women’s leather belts to two inches as well.

Victory Gardens

American farmers could not supply enough food at the beginning of the war. They needed to feed people at home as well as the military and America’s allies. The U.S. government encouraged people to plant small vegetable gardens wherever there were good spots. Many people turned their lawns into gardens. In this way, they were able to eat fresh vegetables that were not available at the stores. Many cities and towns let people plant gardens in park areas.

The U.S. government established the Office of War Information to support rationing, small gardens, and other programs. This office published news articles, posters, and short movies to show how important it was for people at home to support the war. To feel good about gardening, people named the small gardens “Victory Gardens.” By planting gardens, Americans were helping their troops achieve victory.

Shared Sacrifice

When the war was over, Americans were happy to return to a life without rationing, Victory Gardens, or any of the other sacrifices they had to make.

On the other hand, many people had some fond memories of the sacrifices they made during the war. It felt good for everyone to work together. People were not always as comfortable as they would have liked. However, they at home were helping to fight the war, and they felt a part of the victory in the end.

Wartime Rationing (1942–1945)	
Rationed Items	Rationing Period
Tires	January 1942–December 1945
Gasoline	May 1942–August 1945
Shoes	February 1943–October 1945
Sugar	May 1942–December 1947
Coffee	November 1942–July 1943
Cheese	March 1943–November 1945
Meat	March 1943–November 1945

Name: _____ Date: _____

- 29 The following question has two parts. First, answer part A. Then, answer part B.

Part A: What is **most likely** the author's intent by mentioning the number of Americans who served in the military in the opening paragraph?

- (A) The author wanted to show that the war affected most Americans.
- (B) The author wanted to present the idea that war involves a select few.
- (C) The author wanted to use facts to inform readers about wartime struggles.
- (D) The author wanted to present the idea that most Americans were in the military.

Part B: Which sentence from the text **best** supports your answer in part A?

- (A) "Life was very hard for most of the soldiers."
- (B) "All Americans were asked to make sacrifices so the troops could have what they needed to win the war."
- (C) "When World War II began, the United States was just beginning to recover from the Great Depression."
- (D) "The Japanese had taken over many rubber plantations in Asia."

Name: _____ Date: _____

30 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentence from the text.

Women and African Americans faced other obstacles, such as unfair treatment, that prevented them from joining.

What does the word obstacles most likely mean?

- (A) actions
- (B) problems
- (C) stages
- (D) steps

Part B: Which phrase from the text **best** supports your answer in part A?

- (A) "were needed at home"
- (B) "prevented them"
- (C) "Perhaps most important"
- (D) "They had to produce"

Name: _____ Date: _____

31 Read this sentence from the text.

However, they at home were helping to fight the war, and they felt a part of the victory in the end.

Which details from the text support the idea that Americans at home helped their troops win the war? Select **all** that apply.

- A** "About one of every eight people served in the military"
- B** "The government asked people to turn in all old automobile and bicycle tires."
- C** "Even if a family had plenty of money, they could not buy an extra pound of cheese every month."
- D** "In this way they were able to eat fresh vegetables that were not available at the stores."
- E** "Many people turned their lawns into gardens."
- F** "The U.S. government established the Office of War Information"

Name: _____ Date: _____

- 32** Which inference can be made about the author's opinion of rationing?
- (A)** Rationing was forced on the people so all citizens could feel like they were part of the war effort.
 - (B)** Rationing was needed because the United States did not have enough materials to fight the war.
 - (C)** Rationing was not necessary when the war began but was needed later as the war dragged on for years.
 - (D)** Rationing was never supported by Americans but was a requirement in order to supply the army and navy.
- 33** Which of the statements is supported by both the text and the chart?
- (A)** Rationing started before the war began.
 - (B)** Rationing for all products was only temporary.
 - (C)** Rationing was not really necessary to win the war.
 - (D)** Rationing covered nearly everything people bought.

Name: _____ Date: _____

Read the directions. Then answer the questions.

- 34** The sentence below contains one error in grammar usage. Read the sentence. Then answer the question.

If I could learn to play the guitar, I will be the greatest rock star of all time.

Which **two** versions of the sentence have been correctly edited for grammar usage?

- (A)** If I could play the guitar, I should be the greatest rock star of all time.
 - (B)** If I will learn to play the guitar, I will be the greatest rock star of all time.
 - (C)** When I learn to play the guitar, I will be the greatest rock star of all time.
 - (D)** When I learned to play the guitar, I will be the greatest rock star of all time.
 - (E)** When I learn to play the guitar, I would be the greatest rock star of all time.
 - (F)** If I could learn to play the guitar, I would be the greatest rock star of all time.
- 35** Select the phrase that correctly completes the paragraph.

Ms. Sorrentino had a busy day planned. She needed to work through lunch to finish her website. Before lunch, she called her friend and said, "I _____ able to go to the restaurant."

- (A)** will not be
- (B)** would not be
- (C)** had not been
- (D)** should not be

Name: _____ Date: _____

- 36** Choose the conjunction that **best** shows that the two games happened at different times.

The Pirates played the Bears _____ the Knights played the Raiders.

- (A)** so
- (B)** after
- (C)** as long as
- (D)** in order that

- 37** A student is writing a journal entry about his day for English class. Read the draft of the entry. Then answer the question.

My uncle came to dinner tonight. He is a member of the fire department rescue squad, and always has interesting stories. Last week he was called to a factory. A pipe had burst and some workers got hit with really bad steam. They had burns and were in a lot of pain when he showed up, but he was able to take care of them.

The writer wants to replace the phrase really bad to make his meaning more clear. Which phrases would make his word choice **better**? Select **two** choices.

- (A)** very terrible
- (B)** pretty warm
- (C)** fast rushing
- (D)** blistering hot
- (E)** really frightening
- (F)** high temperature

Name: _____ Date: _____

- 38** A student is writing a report about women's voting rights for her teacher. Read the draft of the report and answer the question that follows.

Women could not vote in most states a century ago. To change this, many activists gathered in public places across America for nonviolent fights against injustice.

Which more exact word **best** replaces fights?

- (A) attacks
- (B) battles
- (C) gathers
- (D) protests

- 39** A student is writing a report about civil responsibilities for social studies class. Read the draft of the report and answer the question that follows.

The United States Congress is elected. It is the duty of people to vote in every election. That is the primary way that they can make their opinions known to their representatives.

Which more exact word **best** replaces people?

- (A) adults
- (B) countrymen
- (C) citizens
- (D) everyone



5th Grade - Claim 1 Target E



Name _____

1. Enter the difference.

$$\frac{5}{10} - \frac{10}{100} = \boxed{}$$

-
2. Andrew drank $1\frac{7}{8}$ liters of water during soccer practice. He drank $1\frac{1}{4}$ liters of water on the ride home.

Which expression could be used to determine the amount of water, in liters, Andrew drank altogether?

- (A) $1 + 1\frac{7}{8} + \frac{2}{8}$
- (B) $2 + \frac{8}{12}$
- (C) $1 + 1\frac{7}{12} + \frac{1}{12}$
- (D) $2 + \frac{8}{8}$

3. Four students spent time volunteering last weekend. The table shows how much time each student spent volunteering.

Volunteering	
Student	Time (in hours)
Elizabeth	$5\frac{5}{6}$
Skyler	$3\frac{3}{4}$
Aiden	$2\frac{1}{2}$
Kaylee	$3\frac{2}{3}$

Match each pair of students with the difference between how much time they spent volunteering.

- Elizabeth and Skyler • $1\frac{1}{6}$
- Kaylee and Aiden • $2\frac{1}{12}$
- Skyler and Kaylee • $\frac{1}{12}$

-
4. Enter the sum.

$$\frac{9}{10} + \frac{4}{100} = \square$$

SESSION 2

Read the text. Then answer the questions.

Staying in Touch

As Abby approached the front door of the nursing home, she felt very beaten down. When she had started volunteering a few months ago, she had had high hopes. She had remembered her grandmother before she died and thought about how important it had been to her every time Abby visited. It was hard to find the time, but now she came two mornings a week when she did not have classes at the university.

Lately, it had been harder, because she felt she was not making much of a difference to anyone. She moved patients around by pushing their wheelchairs and helped out during lunch, and sometimes she led the exercise class, chanting “One, two, one, two,” slowly to the music as a small group seated in chairs or wheelchairs raised their arms above their heads.

However, she put on a happy face and greeted Nathan, who always sat by the door. Later, she went to the community room to take her 15-minute break and opened her phone to check for voice or text messages. Then she checked her social media sites to see what was happening with her friends and family, and was totally focused on a message from her brother when Greta rolled her wheelchair almost on top of her.

“What are you doing?” Greta demanded. She was always a little pushy, but Abby liked her. Abby wondered sometimes if Greta was loud just to make sure people would listen to her.

“Checking up on my brother,” said Abby. “He’s doing some sort of research project in New Zealand.”

“You can tell all that just from that little thing in your hand?” She shook her head; it was hard for her to comprehend.

“Sure, I get to read whatever he feels like writing, he answers questions I send him, and he can send me pictures, too, even movies.”

“I wish I could do that,” said Greta, “but you can’t teach an old dog new tricks.” Abby sensed a little sadness in her voice.

“Whom would you check up on?”

Greta looked out the window for a moment as she thought about how to answer, and finally turned toward Abby. "My children are wonderful," she said, "but they're too far away. One son is on the East Coast, one's on the West Coast, and my little girl is in Texas."

She caught herself and added, "She's not really a little girl, though, since she turned 33 last month."

"How often do you hear from them?"

"They come to visit, but only about once a year. We tried to make a schedule to talk on the phone, but the time difference makes it so we can only talk really early in the morning before I'm awake, or late at night when I'm already asleep. It's hard" Her voice trailed off, and she turned her wheelchair away from Abby.

Before she left that day, Abby stopped in to see her supervisor, Mrs. Hanson. "What do you think about getting a computer for the community room?" asked Abby.

"A computer? What for?"

"So the residents could e-mail their relatives."

"E-mail? Most of them hardly use the telephone; they'd be afraid to use a computer."

"I'm not sure that's true. I think there are a few who would love it."

Mrs. Hanson frowned and looked unsure, remaining silent for a long while. Finally, she said, "You've got a laptop, so why don't you see if you can get some of them interested in using your computer? If there's enough interest, we could try to get a computer for everyone to use."

On her next day at the home, Abby put up signs:

Computer Class 10:00 P.M., Thursday: Learning to use e-mail addresses.

That first Thursday, Abby found Greta and her friend Susan waiting for her. As Abby opened up her laptop, Susan blurted out, "I only came because Greta made me!"

"Stop being a baby," growled Greta. "You're always talking about staying in touch with your grandkids. Abby's going to teach us how."

Abby set her laptop on a table and slowly walked them through setting up an e-mail account. They followed along, but when it was Greta's turn to enter information, she began rubbing her twisted fingers, explaining, "My fingers just don't work very well anymore."

Abby moved to her side and gave her a pencil with the eraser end down. "Here, use this. It will work just as well."

Greta soon created an account and sent several short e-mail messages. Susan watched Greta like a hawk and then did the same, although she used her fingers to type. To their surprise, each of them received a response within a few minutes.

The next Thursday, Greta and Susan were waiting at the front of a line with two other women and a man leaning against the wall.

The week after that, the line stretched down the hall.

During that morning session, Mrs. Hanson interrupted Abby as she taught another resident the basics. "Our community computer is coming next week, but it looks like we'll have to make some rules about time limits. So many residents will want to use it!"

Abby just smiled. For Greta, Susan, and many of the others, e-mail was just the beginning. Wait until they hit the senior chat rooms and social media sites, she thought. There was a whole new world waiting for them.

Name: _____ Date: _____

- 21** The following question has two parts. First, answer part A. Then, answer part B.

Part A: What does the adage “you can’t teach an old dog new tricks” suggest about how Greta is feeling?

- (A) She is lonely.
- (B) She is tired.
- (C) She is hopeful.
- (D) She is disappointed.

Part B: Which detail from the text **best** supports your answer in part A?

- (A) “she had had high hopes”
- (B) “she was not making much of a difference”
- (C) “Abby sensed a little sadness in her voice.”
- (D) ““Whom would you check up on?””

- 22** The following question has two parts. First, answer part A. Then, answer part B.

Part A: What does Mrs. Hanson think will happen if they get a computer for the residents?

- (A) Some residents would have no relatives to contact.
- (B) Many residents would not want to use it.
- (C) Some residents would not share it with others.
- (D) Many residents would complain about the cost of buying one.

Part B: Which detail from the text **best** supports your answer in part A?

- (A) ““they’d be afraid to use a computer””
- (B) “looked unsure, remaining silent for a long time”
- (C) ““we could try to get a computer for everyone to use””
- (D) ““we’ll have to make some rules about time limits””

Name: _____ Date: _____

- 23** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentences from the text.

“‘Stop being a baby,’ growled Greta. ‘You’re always talking about staying in touch with your grandkids. Abby’s going to teach us how.’”

What effect does the author create by using the word growled?

- (A) Greta is unhappy and dislikes people.
- (B) Greta sounds like she has a sore throat.
- (C) Greta is sad that she can’t get what she wants.
- (D) Greta speaks gruffly to others.

Part B: Which detail from the text **best** supports your answer in part A?

- (A) “She was always a little pushy, but Abby liked her.”
- (B) “Abby wondered sometimes if Greta was loud just to make sure people would listen to her.”
- (C) “That first Thursday, Abby found Greta and her friend Susan waiting for her.”
- (D) “As Abby opened up her laptop, Susan blurted out, ‘I only came because Greta made me!’”

Name: _____ Date: _____

24 Based on what you have read, what will Abby **most likely** do next? Select **two** options.

- (A) encourage family members to visit more often
- (B) quit going to college so she can work at the nursing home
- (C) teach the nursing home residents more about using computers
- (D) stop volunteering at the nursing home and spend more time with her family
- (E) visit New Zealand to see her brother
- (F) make rules about the amount of time for computer use

25 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which statement **best** identifies the theme of the text?

- (A) Learning a new skill can take years of practice.
- (B) Trying new things is scary but can be rewarding.
- (C) Sometimes technology can do more harm than good.
- (D) It takes a pushy person to change the habits of others.

Part B: Which detail from the text **best** supports your answer in part A?

- (A) "Lately, it had been harder, because she felt she was not making much of a difference to anyone."
- (B) "Abby set her laptop on a table and slowly walked them through setting up an e-mail account."
- (C) "Susan watched Greta like a hawk and then did the same, although she used her fingers to type."
- (D) "There was a whole new world waiting for them."

Name: _____ Date: _____

- 26** Which of the statements would the narrator most likely agree with? Choose **two** options.
- (A)** Seniors would rather write letters than type e-mails.
 - (B)** It is important for nursing homes to provide a wide range of activities.
 - (C)** Seniors have a lot more interests than people might guess.
 - (D)** People often find it challenging to stay in touch with one another.
 - (E)** Young volunteers find that helping seniors is difficult.
 - (F)** New technology is useful to people of all ages.

- 27** Complete the chart by indicating which characteristics describe Abby and Greta. Some characteristics describe both.

Characteristics	Abby	Greta
discouraged	<input type="checkbox"/>	<input type="checkbox"/>
determined to help others	<input type="checkbox"/>	<input type="checkbox"/>
misses someone close to them	<input type="checkbox"/>	<input type="checkbox"/>
confused by new technology	<input type="checkbox"/>	<input type="checkbox"/>
creates change	<input type="checkbox"/>	<input type="checkbox"/>
persuades someone to try something new	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____ Date: _____

28 What conclusions can be drawn about how Abby overcame her feelings of being “beaten down”? Support your answer with details from the text.

5th Grade - Claim 1 Target D



Name _____

1. Enter the quotient.

$$9 \div 0.1 = \boxed{}$$

2. Enter the product.

$$5 \times 25 = \boxed{}$$

3. Enter the product.

$$6.99 \times 3 = \boxed{}$$

4. Which equation shows a correct strategy and product for the expression shown?

$$0.7 \times 0.8$$

- (A) $\frac{7}{10} \times \frac{8}{10} = \frac{56}{100}$
- (B) $\frac{7}{10} \times \frac{8}{10} = \frac{56}{10000}$
- (C) $\frac{7}{10} \times \frac{8}{10} = \frac{56}{10}$
- (D) $\frac{7}{100} \times \frac{8}{100} = \frac{56}{100}$

5. Which expression has the same unknown value as the equation below?

$$301 \div 43 = \square$$

(A) $301 \times \square = 43$

(B) $\square \div 43 = 301$

(C) $43 \times \square = 301$

(D) $\square \div 301 = 43$

6. Alaina, Isaac, and Colin went to the mall to shop for school supplies. Alaina spent \$18.06 on her supplies. Isaac spent \$7.84 more than Alaina spent. Colin spent 4 times as much money as Isaac spent. How much did Colin spend on school supplies?

\$

7. Jayce eats a breakfast sandwich that has 585 calories. If he eats the same kind of sandwich each day for 11 days, how many calories would he have consumed for breakfast during that time?

calories.

8. Enter the product.

$$\begin{array}{r} 31 \\ \times 8 \\ \hline \end{array}$$

Narrative Performance Task

Task:

Your class has been learning about nature and living in the wilderness. Now, you are going to create a magazine to share what you have learned. Each student will write something for the magazine.

Before you decide what you will write about nature and the wilderness, you do some research. As part of your research, you have uncovered the following three sources that discuss wilderness education programs, farming in the city, and how to survive in the wilderness. After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and review the sources carefully to gather the information you will need to answer the questions and write your narrative story for the class magazine.

In Part 2, you will write a story using details from the three sources.

Directions for Part 1:

You will now look at three sources. You can look at any of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your narrative story. You may refer to the sources when you think it would be helpful. You may also look at your notes.

From Denver to the Mountains

A similar program takes place in the mountains of Colorado. Youths from the city of Denver go to the mountains on wilderness adventures. They start out with short day hikes. If they do well, they can take part in overnight camping and more difficult activities, such as climbing. Some may even take part in trips to out-of-state places, such as Grand Teton National Park.

Many children growing up in a city like Denver have never imagined themselves climbing a mountain. At first, they find the wilderness strange and frightening. They might even find it boring because there are no TVs or electronic games. But these children learn fast. They memorize the names of birds and wildflowers. They begin to appreciate their place in protecting the wilderness and the importance of carrying out everything they bring in, such as food wrappers and water bottles. They also learn wilderness survival skills.

These children from Denver begin to see themselves as part of the natural world. Many of them decide to give back by planting trees in areas that no longer have forests or by building trails for future hikers.

year after year. Plants that can be found in this type of urban farm include asparagus, rhubarb, nut or fruit trees, berry bushes, herbs, mushrooms, and even edible weeds like dandelions.

Intensive Farming

For a more traditional approach, some urban farmers are using empty lots of up to two acres to produce enough food for 200 or more families. Intensive farming uses a permanent bed system. What is planted in each bed changes every growing season. For example, in the first year, one planting bed might be planted with only garlic. The third year it might have tomatoes. The crop rotation is chosen based on what the farmer wants to grow and how many planting beds are available. The technique is based on practices that have been used in France for centuries. With intensive farming, a farmer can grow up to three times as much food as a farmer who is using a much larger space.

Urban farming is bringing some of the benefits of living in the country to people living in cities. Large spaces for farming are becoming difficult to find, so people are finding new ways to use the space they have. Any flat space, whether on the ground or on a roof, can become a garden. Urban farming is changing the way people think about farming and gardening.



Name _____

1. Four students spent time volunteering last weekend. The table shows how much time each student spent volunteering.

Volunteering	
Student	Time (in hours)
Natalie	$4\frac{1}{2}$
Alexander	$5\frac{3}{4}$
Thomas	$5\frac{2}{3}$
Dylan	$3\frac{5}{6}$

Match each pair of students with the difference between how much time they spent volunteering.

- | | |
|------------------------|--------------------|
| Alexander and Thomas • | • $1\frac{1}{6}$ |
| Alexander and Dylan • | • $1\frac{11}{12}$ |
| Thomas and Natalie • | • $\frac{1}{12}$ |

2. Enter the numerator that makes the equation true.

$$4\frac{1}{3} + 2\frac{1}{4} = 4 + 2 + \frac{4}{12} + \frac{\boxed{}}{12}$$

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Source #3: Basic Wilderness Survival

A leisurely walk or hike can turn into a nightmare if you become stranded and aren't prepared. Your best preparation is knowledge of basic survival needs and skills. You need water, shelter, food, and fire to survive in the wilderness.

Water

Finding a water source is a must for survival. Your body is made up of 50 to 75 percent water, depending on your age. You need to drink a gallon of water a day to survive, and you can live only three to four days without water. If you can't find a lake, river, pond, or spring, you might look to nature for help. In the desert, the flesh of a cactus can give you water. In the mountains, snow can be a source of water, but you need to melt it first. It takes ten gallons of snow to get the one gallon of water you need each day. In the forest, look for animal tracks, birds, or insects. They usually know or stay close to water sources.

When you find water, you have to make sure it is safe to drink. If you drink impure water, you could become sick, which will dry you out even faster than if you drank no water. The most certain way to purify water is to boil it for at least one minute. If you don't have a pot or your water holder might melt if placed on a fire, you can use hot rocks. Heat rocks in a fire until they are hot, and then drop them in the water to make it boil. Repeat this process as many times as needed to boil the water.

Shelter

Finding a way to protect yourself from the elements is important for survival. Sometimes you can find a natural structure, such as a cave or a rock overhang. Other times, you have to build a shelter. One easy way to start a shelter is to find a sapling, or a small, young, bendable tree. Bend the sapling and tie it down to create the shelter frame. You can use flexible branches or vines, or even blades of grass braided together, as rope. Then start attaching and overlapping leafy branches to build the sides and roof. Next, use other leafy branches to create a bed to keep you off the ground.

Food

Food is important because it gives you calories to keep going. A familiar source of calories is meat, such as beef or chicken. But if you can't find meat, nature provides alternatives. Bugs such as worms and grubs are a good source of calories. They are usually found in decaying trees and under rocks. If you can't bring yourself to eat live bugs, you can always boil them to make a stew. You can add pine needles to the water—they make a great broth and are a good source of

Name: _____ Date: _____

- 3** Explain why people sometimes have to find creative solutions to find food to eat. Give **two** reasons, one from Source #2 and one from Source #3. For each reason, include the source title or number.

5th Grade - Claim 1 Target F



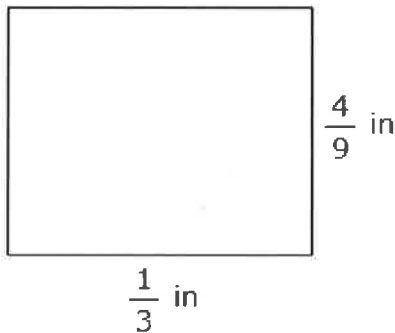
Name _____

1. Alice is buying bananas for the ninth grade. Each bag holds 9 bananas. If there are 53 students total, how many bags of bananas will Alice need to buy if she wants to give one banana to each student?

bags.

-
2. Enter a positive value for n that makes the following statement true.
 $53 \times n$ is greater than 53 but less than 106.

-
3. Use this diagram to solve the problem.



Enter the area, in square inches, of the rectangle.

square inches



A series of horizontal lines for writing, consisting of 25 evenly spaced lines spanning the width of the page.



Name _____

1. Circle the option that makes the sentence below true.

$$\frac{1}{6} \times \frac{8}{8} = 1$$

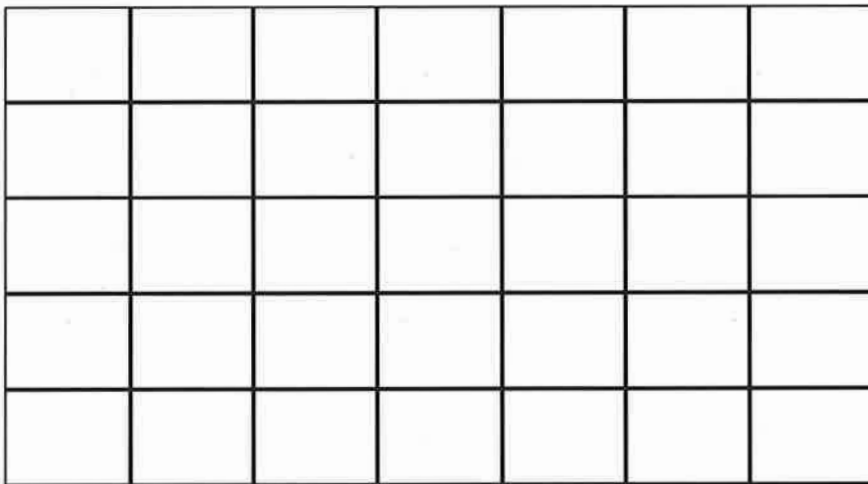
<

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1

>

2. Avery has a $\frac{1}{5}$ pound of raisins that she will divide evenly into 7 bags. Shade the diagram to show the fractional part of a pound that will be in each bag.



3. Eight friends share 6 bags of trail mix equally. What fraction of a bag of trail mix does each friend get?

4. Enter a positive value for n that makes the following statement true,
 $44 \times n$ is greater than 44 but less than 88.

5. The table shows how many hours some of the part-time employees at the toy store worked last week.

Volunteering	
Name	Hours Worked
Caleb	$8\frac{2}{3}$
Camilla	$9\frac{1}{3}$
Emily	$10\frac{1}{3}$

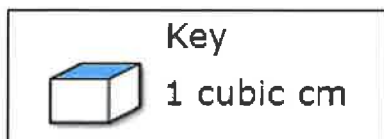
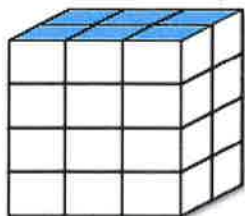
This week, Caleb will work $2\frac{1}{2}$ times longer than last week. Camilla will work $\frac{2}{3}$ times longer than last week. Emily will work $1\frac{1}{3}$ the number of hours she worked last week.

Match each employee's name to the number of hours he or she will work this week.

- Camilla ● ● $15\frac{5}{9}$
- Emily ● ● $13\frac{7}{9}$
- Caleb ● ● $30\frac{1}{3}$



1. The rectangular prism shown is solid.

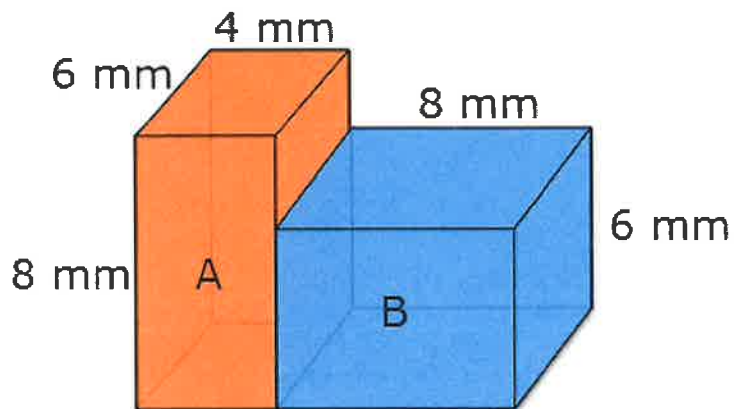


Enter the volume, in cubic centimeters, of the rectangular prism.

cubic cm.

2. Rectangular prisms A and B are combined to create this model.

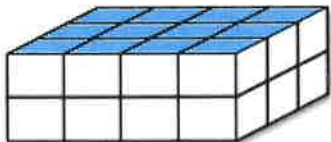
- The dimensions of Prism A are 6 by 8 by 4 millimeters.
- The dimensions of Prism B are 8 by 6 by 6 millimeters.



Enter the combined volume, in cubic millimeters, of Prisms A and B.

cubic millimeters

3. Jordan used 1-inch cubes to build the rectangular prism shown. Find the volume of the rectangular prism Jordan built.



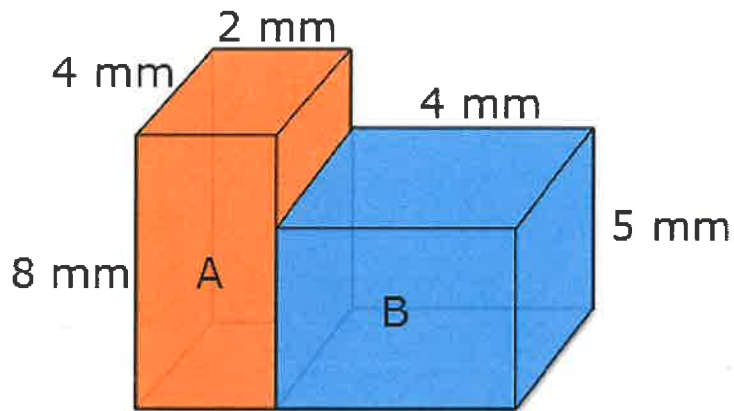
cubic inches.



Name _____

1. Rectangular prisms A and B are combined to create this model.

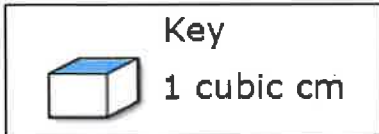
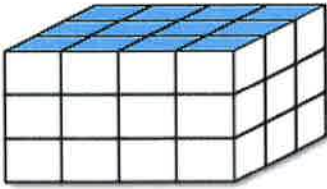
- The dimensions of Prism A are 4 by 8 by 2 millimeters.
- The dimensions of Prism B are 4 by 5 by 4 millimeters.



Enter the combined volume, in cubic millimeters, of Prisms A and B.

cubic millimeters

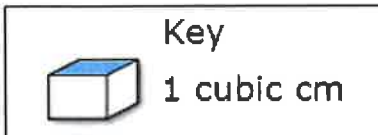
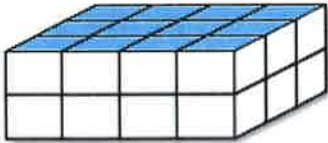
2. The rectangular prism shown is solid.



Enter the volume, in cubic centimeters, of the rectangular prism.

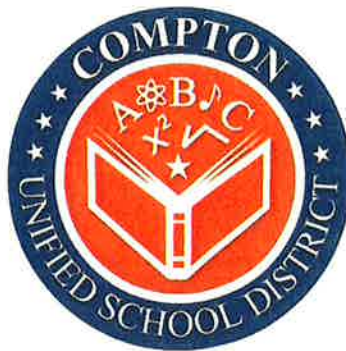
cubic cm

3. The rectangular prism shown is solid.



Enter the volume, in cubic centimeters, of the rectangular prism.

cubic cm.



COMPTON UNIFIED SCHOOL DISTRICT

DIGITAL RESOURCE GUIDE

2019-2020




LEARNING ACTIVITIES

	TK	K-8	9-12
Learning Packet	●	●	●
Library Books	●	●	●
i-Ready ELA		●	
i-Ready Math		●	
Dreambox		●	
Imagine Learning		●	
Edgenuity			●
Carnegie Math			●
Khan Academy		●	●
Google Classroom		●	●



ClassLink is the login system used by Compton Unified School District. It allows students to access multiple programs by just logging in once. Logging into ClassLink is easy. Just follow the steps below.

To log on from home:

1. Go to www.compton.k12.ca.us
2. Select STUDENTS (bottom of page)
3. Select ClassLink 
4. Enter student's district login credentials (provided by school)
5. Select program (to add programs click on the + on the top left hand side)



CUSD Application Login
Compton Unified School District Single Sign-On

Program availability vary from grade level and school site.





**GRADES
K-8
ELA
MATH**

PROGRAM INFORMATION

Description

i-Ready is a web-based program in Reading and Math (K-8) that identifies your student's challenges and proficiencies. I-Ready immediately addresses both with online and teacher-led instruction for all students- below grade level, on grade level, and above grade level.

- Adaptive diagnostic- Screens all students and pinpoints needs down to the sub-skill level.
- Instruction- Each student receives a prescriptive path of learning based on the results of their diagnostic. It is an automated online differentiated instruction, guided practice and ongoing assessment which is engaging and motivating for students.

Student Login

Students can log in to iReady on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink





**GRADES
K-8
MATH**

PROGRAM INFORMATION

Description

DreamBox Learning Math is an online adaptive learning K-8 math program. At its foundation, the program is built upon three elements:

- **Motivating Learning Environment** - The gaming nature of DreamBox keeps kids in control and engaged.
- **Intelligent Adaptive Learning Engine** - provides millions of personalized learning paths—each one—tailored to a student's unique needs.
- **Rigorous Elementary Mathematics** - DreamBox is built to be aligned with all the state standards.

Student Login

Students can log in to Dreambox on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink





**GRADES
K-5
ELD**

PROGRAM INFORMATION

Description

Imagine Learning is a web-based program with a strategic, research-based curriculum that meets students at their own level. With Imagine Language & Literacy, every child receives explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. Over 4,100 engaging activities teach critical language and literacy concepts such as basic vocabulary, academic language, grammar, listening comprehension, phonological awareness, phonics, and fluency. Educators trust the program because it is differentiated, standards-aligned, rigorous, and effective.

Student Login

Students can log in to Imagine Learning on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



ClassLink Application Learn
Coniston Unified School District Single Sign-On





**GRADES
K-5
ELA/ELD**

PROGRAM INFORMATION

Description

Wonders is a comprehensive K-5 ELA/ELD program built on the new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Wonders makes every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards. It is filled with exemplars, award-winners and other high-interest literary and informational texts that range across many genres, eras, and cultures.

Student Login

Students can log in to Wonders on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink





**GRADES
K-8
ELA**

PROGRAM INFORMATION

Description

MyWriting Coach is a subscription service that includes online writing instructional tasks with embedded guided practice. “The Coach” will provide customized feedback in the areas of inference, main idea, theme, revision, research, and full writes—The Super Six! Additionally, it offers ELAPC writing support. All tasks are designed to provide extra support for students needing additional or different opportunities while mastering the state standards.

Student Login

Students can log in to MyWriting Coach on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



CUSD Application Portal
Conant Unified School District Single Sign-On





**GRADES
6-8
ELA/ELD**

PROGRAM INFORMATION

Description

Collections/My HRW (6th-8th grade) is proven effective at creating thoughtful, passionate readers in the classroom. Collections presents materials and activities in a variety of ways, allowing students to interact with different types of content. Students have the tools they need to think critically, expand their curiosity, and tackle challenging concepts—which helps them learn to close read selections and prepare for high-stakes assessments.

Student Login

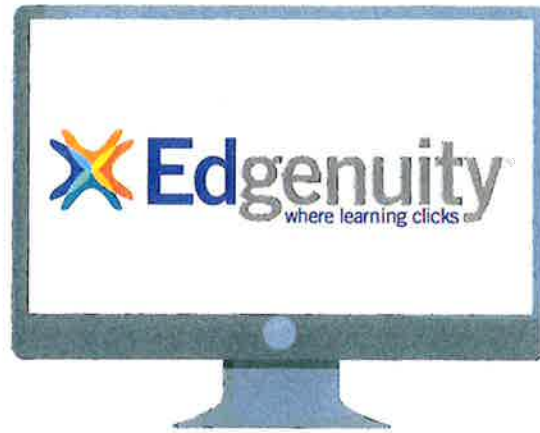
Students can log in to My HRW on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



TUSD Application Login
Compton Unified School District Single Sign-On





**GRADES
9-12**

PROGRAM INFORMATION

Description

Edgenuity's credit recovery courses are designed to help students who have fallen behind and focus on the skills they need to improve so they can graduate on time. Students begin by taking a pretest to determine where they need to focus, and the flexibility of these courses allows them to work at their own pace and on their own time to recover credits so they can catch up to their peers.

Student Login

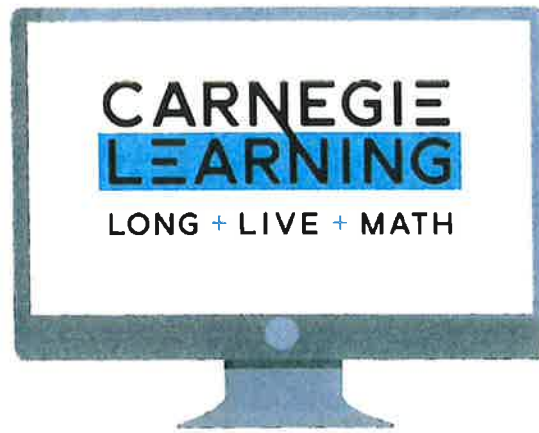
Students can log in to Edgenuity on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



CUUSD Application Login
Compton Unified School District Single Sign-On





**GRADES
9-12
MATH**

PROGRAM INFORMATION

Description

Carnegie Math provides a targeted practice of skills and mathematical concepts to students in an online platform. The platform guides students as they learn and practice key, mathematical concepts and skills. Students understand where they are and where they're headed in math lessons. The program provides students with 'coaching' as they learn, practice, and do math lessons online.

Student Login

Students can log in to Carnegie Math on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



ClassLink App Functionality
Consistent Unified School District Single Sign-On





**GRADES
6-12**

PROGRAM INFORMATION

Description

Created by experts, Khan Academy's library of trusted, standards-aligned practice and lessons covers math through early college, grammar, science, history, AP®, SAT®, and more. It's all free for learners and teachers. Students practice at their own pace, first filling in gaps in their understanding and then accelerating their learning. With Khan Academy, teachers can identify gaps in their students' understanding, tailor instruction, and meet the needs of every student.

Student Login

Students can log in to Khan Academy on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



CUUSD Application Login
Compton Unified School District Single Sign-On





**GRADES
K-12**

PROGRAM INFORMATION

Description

Google Classroom is Compton Unified School District's Learning Management System. Teachers are able to assign projects, tasks and activities to students via Google Classrooms. Teachers can also communicate with students, give student feedback on assignments and track student grades. Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication.

Student Login

Students can log in to Google Classroom on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink



CLSD Application Logo
Compton Unified School District Single Sign-On





**GRADES
K-2**

PROGRAM INFORMATION

Description

Student driven digital portfolios and simple parent communication. Seesaw helps educators engage all learners, transform family engagement, and save time. Students use built-in annotation tools to capture what they know in Seesaw's digital portfolio. Teachers deeply understand student thinking and progress – enabling them to teach better. Families gain a window into their student's learning and engage with school happenings.

Student Login

Students can log in to Seesaw on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink

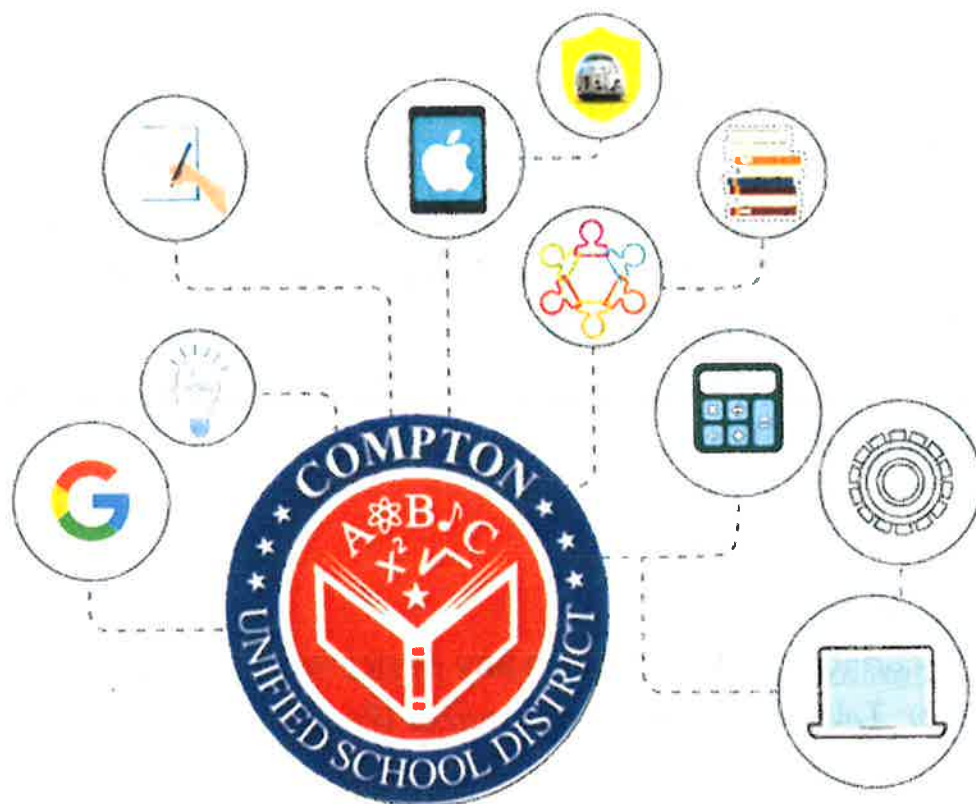


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COMPTON UNIFIED SCHOOL DISTRICT

Department of Educational Technology



**FOR SUPPORT
CONTACT THE EDTECH DEPARTMENT
edtech@compton.k12.ca.us**